DOCUMENT RESUME

ED 284 144 CG 020 077

AUTHOR McGuire, Kent Allen
TITLE Adult Children of Divorce: Curative Factors of Support Group Therapy.
PUB DATE May 87
NOTE 50p.; Research paper for Doctor of Psychology degree, Biola University, California.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; *Childhood Needs; *Divorce; *Emotional Adjustment; Family Environment; *Group Therapy; *Individual Development; Parent Influence; *Self Help Programs
IDENTIFIERS *Adult Children

ABSTRACT

There is substantial evidence that for some children whose parents divorce, long-term effects of divorce may be with them into adulthood. Compared to individuals from intact families, adult children of divorce tend to experience an increased level of depression, anger, hostility, sadness, sorrow, and anxiety; an increased vulnerability to stress; and a reduced level of self-esteem. Difficulties in interpersonal relationships have also been reported. Therapy can be very helpful in addressing these problems and many possible long-term effects of divorce appear relevant to the 12 curative factors of Yalom's (1975) therapy group: (1) interpersonal input; (2) catharsis; (3) cohesiveness; (4) self-understanding; (5) interpersonal output; (6) existential factors; (7) universality; (8) instillation of hope; (9) altruism; (10) family reenactment; (11) guidance; and (12) identification. In light of these curative factors, a review of the research suggests that a self-directed support group for adult children of divorce would be beneficial for those who experience some long-term effects of their parents' divorce. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED284144

ADULT CHILDREN OF DIVORCE: CURATIVE FACTORS OF SUPPORT GROUP THERAPY

BY

KENT ALLEN MCGUIRE

APPROVED:

Robert P. Langsdale Date 6/19/87
First Reader

[illegible] Date 6/19/87
Second Reader

CG 020077

APPROVED:

[illegible]
Dean

6/19/87
Date

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kent McGuire

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ADULT CHILDREN OF DIVORCE: CURATIVE FACTORS OF SUPPORT GROUP THERAPY

A Doctoral Research Paper

Presented to

the Faculty of the Rosemead School of Psychology

Biola University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Psychology

---

by

Kent Allen McGuire

May 1987

Table of Contents

	Page
ABSTRACT	iv
Introduction	1
Methodological Issues in Investigating Long-term Effects of Divorce	3
Support Groups	5
The 12 Curative Factors	6
Adult Children of Divorce: Curative Factors of Support Group Therapy	9
Interpersonal Input	9
Catharsis	12
Cohesiveness	19
Self-Understanding	21
Interpersonal Output	23
Existential Factors	25
Universality	28
Instillation of Hope	30
Altruism	33
Family Reenactment	35
Guidance	38
Identification	40
Summary and Conclusions	41
References	44

ABSTRACT

ADULT CHILDREN OF DIVORCE: CURATIVE FACTORS OF SUPPORT GROUP THERAPY

Kent Allen McGuire

This review explores the benefits of organizing a self-directed support group for adult children of divorce. There is substantial evidence that some long-term effects of divorce may persist into adulthood unless addressed previously. Yalom's (1975) curative factors of effective support groups seem to be well-suited for treating the kinds of long-term negative effects of divorce identified in the literature. This review identifies long-term effects of divorce that are especially relevant to each of Yalom's curative factors. Support groups for adult children of divorce could be potentially very beneficial.

Adult Children of Divorce: Curative Factors of Support Group Therapy

Divorce is a multifaceted and lengthy process that greatly impacts family members. Children may have little effect on whether or not their parents divorce, but the process of divorce appears to have important effects on some of the children. Such effects constitute an increasing important issue, since the rate of divorce in the United States more than doubled from 1965 to 1980 (Glick & Lin, 1986). Carter and Glick (1976) estimated that a third of the children born since 1972 will live at some time with a divorced parent by 1990.

Over 1 million children annually are added to the population of children of divorce (Carter & Glick, 1976). if there are significant negative effects of divorce and they go unnoticed, then many children are not receiving the help that they need. If there are important long-term effects of divorce and they go unheeded, then the problem is compounded, with little or no help for those that have been affected for years.

This paper reviews the effects of divorce on children from 1 to 10 years after the marital break. The enduring nature of negative effects over this time period indicates that many of the effects continue into adulthood.

Judith S. Wallerstein (1979) is one of the leading authors concerning the effects of divorce on children. She stated that the process of divorce is characterized for many children by initial loss and turmoil, followed by several years of relative instability in which the attention received by them from their parents fluctuates. Wallerstein and Kelly (1976) concluded that some of the turbulent responses to the divorce were muted during the first year, yet many effects are still evident ten years after the divorce (Wallerstein, 1984).

Although the Wallerstein and Kelly study was the first to investigate the effects of divorce over a 10-year period, other studies that have followed children for one year or more after divorce also agree that many negative effects last for a lengthy period of time. It seems likely, then, that adult children of divorce are probably still trying to cope with various psychological effects of their parents' divorce. In some cases those needs could be met by individual psychotherapy. This type of help, however, may be unavailable to many such adults due to its expense.

Support groups have proven to be a cost-effective way of helping adult victims of other traumatic life events, such as victims of abuse or alcoholism. Similar support groups seem to be a reasonable way to help adult children of divorce cope more effectively with any remaining negative effects of their parents' divorce, although such groups have not been tried to the author's knowledge.

This paper then will explore the possibility of using support groups to help adult children of divorce. First, it will discuss some common methodological problems in research on the long-term effects of divorce. Second, it will introduce twelve curative factors of support groups, according to Yalom's (1975) major work in this area. The main body of the paper will then take each of Yalom's curative factors in turn and summarize findings on the long-term effects of divorce that seem relevant to that curative factor. This process should give us a more empirically grounded appraisal of the potential effectiveness of support groups for adult children of divorce.

Methodological Issues in Investigating Long-Term Effects of Divorce

Much of the literature produced by Wallerstein and her colleague Joan B. Kelly on the long-term effects of divorce on children was collected during a 10-year longitudinal study known as the California Children of Divorce Project, which began in 1971. Earlier research conducted in the 1950s and 1960s focused mainly on studies of the effects of single-parent families on children. Wallerstein and Kelly's work has thus become the major source of evidence for the long-term effects of divorce on children.

Wallerstein's and Kelly's research is difficult to critique specifically. They do not reveal many of their methodological processes, but appear to rely heavily on

self-report. Using self-report measurements introduces the possibility of bias. There apparently is no control group, which makes interpretation difficult, because results cannot be attributed specifically to the divorce process. However, Wallerstein and Kelly's longitudinal research is the most comprehensive to date. For 10 years the authors obtained information from the custodial parents and 131 children of divorced families. Their material will be included in this review because of the magnitude of their work, and the evidences of validity of some of their claims by other, more rigorous research.

Studies from other researchers also have methodological deficiencies. Most studies use correlational designs, which can indicate some type of relationship, but cannot determine causality. Inadequate sample selection of other studies makes generalization difficult because the subjects may not be representative of the general population. Another methodological difficulty is related to authors' possible bias due to their conceptionalization of the problem. Some authors may be attempting to prove their theory and thus design and measurements of a study in a skewed way. These methodological deficiencies will be addressed as they apply to the research reviewed.

Despite these methodological deficiencies, there is still substantial evidence of long-term effects of divorce that can be addressed by a support group. The next section

is a discussion on the effectiveness of support groups in general.

Support Groups

As mentioned previously, cost-effectiveness and availability are two advantages of support groups. Therapy groups in general offer certain kinds of support and experiences that are not available in traditional individual therapy. Berzon, Pious, and Parson (1963) delineated the benefits of group participation as the opportunity to experience others' expressions of emotionality, to recognize similarity to others, to lend support to others, to see oneself through another's viewpoint, and to discover, express, or accept oneself through intimate relationships with other group members.

Most of the research on group therapy is conducted on professionally-led groups. However, the availability and efficiency of leaderless groups is likely to be greater than professionally-led groups due to the self-generating factor of peer involvement. If people wanted to start a support group, they could do so on their own initiative, and not have to consider the cost or possible difficulty of hiring a leader.

Berzon et al. (1963) proposed that self-directed and leaderless groups can be as beneficial as professionally-led groups. The authors reported that self-directed as well as professionally-led groups lead to positive change and that

the main curative mechanisms reside in the interactions among group members rather than in the therapist-member relationship.

Self-directed support groups such as the proposed groups for adult children of divorce could be as beneficial as a professionally-led therapy group. Lieberman, Yalom, and Miles (1973) concurred with Berzon et al. (1963) when they found that leaderless support groups in their study compared favorably to professionally-led groups. Yalom (1975) referred to the success of Alcoholics Anonymous and Recovery Inc. as evidence of the effectiveness of leaderless groups.

Yalom is considered to be a leading expert in the theory and practice of group psychotherapy. His theory is exemplified in his 12 curative factors of group therapy.

The 12 Curative Factors

Yalom (1975) proposed 12 curative factors of therapeutic group participation. The factors were derived from the experience of Yalom and other therapists, from reports of successfully treated group members, and from relevant systematic research. The 12 curative factors are essential components of successful group therapy. Each of them is important to understand and to promote within the group's interactions.

Yalom, Tinklenberg, and Gilula (cited in Yalom, 1975) conducted a study of these curative factors with 20

successful long-term group therapy members. The range in duration of therapy was 8 to 22 months. All subjects completed a curative factor Q-sort and were interviewed. Yalom's (1975) proposed 12 curative factors were exemplified by 60 items which group members rated on a 7-point scale from most helpful to least helpful for them in the group experience.

This study has some methodological deficiencies. There was a small sample size and possible author bias which may lead to difficulties in generalization. However, similar results from other researchers validate Yalom et al.'s (1975) claims (Berzon et al., 1963; Dickoff & Lakin, 1963; Lieberman et al., 1972). Understanding the 12 curative factors, therefore, is essential in order to evaluate the potential of support group therapy.

The order of relative importance of the 12 curative factors from Yalom et al.'s (1975) study was: (a) interpersonal input, (b) catharsis, (c) cohesiveness, (d) self-understanding, (e) interpersonal output, (f) existential factors, (g) universality, (h) instillation of hope, (i) altruism, (j) family reenactment, (k) guidance, and (l) identification. Group members identified these factors, in the above order, to be extremely helpful. Even the latter curative factors were considered by the group members to be important in their experience. It is essential to understand the importance of each of these factors in effective group therapy.

Yalom's (1975) curative factors represent a systematic way to view the effects of group therapy. There are many long-term effects of divorce on children that can be addressed by these curative factors. Many of the curative factors are relevant to different aspects of any given long-term effect of divorce. For example, processing an emotion such as anger could be addressed through several curative factors. A cohesive group environment is necessary so that a group member can openly express his or her anger regarding the consequences of the divorce. This catharsis can be very therapeutic itself and also increase the cohesiveness of the group. Group members may also offer direct guidance to an angry peer. Members can also help each other to existentially accept that their anger is appropriate and is a probable component of divorce. Thus several curative factors are relevant for helping adult children of divorce deal with the remaining anger they have about their parents' divorce.

Despite this general fact that several curative factors are often relevant for any given negative effect of divorce, the primary or most relevant curative factor is usually emphasized in this paper. The major part of this paper considers each of the curative factors of support groups in the order of their importance (Yalom et al., 1975). Each section includes a description of that curative factor and two of the five items that Yalom (1975) used to describe that factor in this study. In each section, representative

findings on long-term effects of divorce relevant to that curative factor are discussed. In this way the paper attempts to evaluate the usefulness of support groups for the kinds of difficulties adult children of divorce may be facing.

Adult Children of Divorce: Curative Factors of Support Group Therapy

Interpersonal Input

Yalom (1975) defined interpersonal input as a combination of factors including insight, working through transferences, and corrective emotional experiences. The latter was seen as an expression of emotion in a group that is supportive enough to allow reality testing in order to rule out any inappropriateness of the feelings expressed.

Two items that loaded on the curative factor of interpersonal input were "Learning how I come across to others" and "Group members pointing out some of my habits or mannerisms that annoy other people."

The group in time becomes a social microcosm in which the group members begin to display their maladaptive interpersonal behavior in front of the other group members. There is no need to describe the pathology because it will be "acted out" within the group. Interpersonal input refers to a group member learning how others perceive and experience him.

Researchers on the long-term effects of divorce on children have found evidences of maladaptive behavior problems and deficiencies in relational skills that would profit from the reality testing of interpersonal input. Two studies in particular by Guidubaldi and Perry (1985) and by Mishne (1984), illustrate the kinds of negative effects that the interpersonal input of support groups might be helpful in overcoming.

Guidubaldi and Perry (1985) investigated behavior problems in children from divorced families. The authors attempted to design a methodologically strong study with improved restricted measure, representative samples, and adequate controls.

Teacher ratings of five social-behavior measurements, standardized group test scores, attendance, and grades were used in the study. An analysis of covariance was performed controlling for socioeconomic status, sex, and I.Q. Adverse effects of divorce on all dependent variables persisted after two years following the divorce in all untreated children, but especially boys. Overall, a negative relationship between post-divorce family income and child adjustment was illustrated. The adverse effects of divorce were independent, however, of the child's I.Q.

The authors found that after two years, boys in divorced households, regardless of family income or I.Q., repeatedly display less appropriate behavior, less work effort, and less happiness than intact-family boys. They

also generally show significantly more behavior problems than their intact-family counterparts and the girls from divorced families.

Mishne (1984) also noted behavior problems as well as lack of empathy, pathological lying, and hypochondriacal preoccupation in children of divorce. Mishne's findings are derived from her extensive clinical work with children who have experienced parental loss through divorce. Her research indicates that children of divorce display these types of problem behaviors in more abundance and severity than children from intact homes.

Mishne's (1984) research has several methodological deficiencies. She used a correlational model to look at personality characteristics of children from divorced families and from intact families. Her study also suffers from subject selection difficulties and possible author bias due to the factor that the only subjects were from her clinical practice. Therefore generalization to non-clinical samples of children from divorce versus intact families is difficult.

More empirical research is needed to validate her claims. Her results obviously do apply to some children of divorce; therefore, her claims will be considered in this paper. If some children of divorce are affected in this way, then they may benefit from support group therapy which can help them address lack of empathy, lying, and preoccupations that were reported by Mishne (1984).

Interaction among members of a group can assist them in recognizing these problems for themselves. The process in which group members learn how they appear to others and have social problems identified for them can be extremely therapeutic according to Yalom (1975). Behavior problems and deficiencies in relational skills can then be addressed in the support group.

The interpersonal difficulties o the children researched by Guidubaldi and Perry (1 35) and Mishne (1984) can be addressed in a support group by the interpersonal input factor. The second most important curative factor, catharsis, would especially help children of divorce process their negative emotions.

Catharsis

The open expression of affect in a group can lead to dramatic changes for the members. Catharsis is, however, a part of an interpersonal process and must be complemented by other factors of group process. The strong expression of emotion enhances the development of group cohesiveness. Members who express strong feelings toward one another and work honestly with these feelings will develop close mutual bonds.

Two items that loaded on the curative factor of catharsis were "Being able to say what was bothering me instead of holding it in" and "Learning how to express my feelings." Researchers have reported many powerful feelings

associated with one's parents' divorce that may need to be expressed. Emotions such as depression, sadness, anger, hostility, anxiety, and a sense of loss which are experienced by some adult children of divorce could be addressed through the curative factor of catharsis.

After a two-year period following the divorce, Kurdek et al. (1981) found that children still reported negative feelings regarding the separation. Responses on a questionnaire were rank ordered from most to least negative: the news of the divorce itself, the child's loss of closeness to the non-custodial parent, changes in family relationships, and general emotional responses. These negative responses may lead to depression in the child as reported in several studies (Mishne, 1984; Parish & Wigle, 1985; Wallerstein, 1984).

Wallerstein and Kelly (1976) concluded that of the affective responses, anger and hostility lingered longer than any others. They discovered that one-third of the subjects in their study maintained unremitted anger directed at the non-custodial parent for at least one year following the divorce and probably longer. This unremitted anger was evidenced in that some children would make vows never to speak to their non-custodial parent and remain bitter towards him or her.

Wallerstein (1983) delineated six extra tasks of development that children from divorced families need to address beginning at their parents' separation and

culminating in young adulthood. Even if the child is successful in working through these tasks, there will still be some residue of sadness, anger, and feelings of anxiety regarding future relationships. These feelings as well as the experience of addressing these six extra tasks, can be shared in a support group.

These six tasks are (a) acknowledging the reality of the marital rupture, (b) disengaging from parental conflict and distress and resuming customary pursuits, (c) resolution of loss, (d) resolving anger and self-blame, (e) accepting the permanence of the divorce, and (f) achieving realistic hope regarding relationships.

Other researchers have also found emotions that are difficult for children of divorce to accept. Many children show evidences of this difficulty on projective measurements. A behavior that conveys some of the child's internal psychological processing of emotions was reported by Isaacs and Levin (1984) as they studied 5- to 11-year-olds over a one-year period. On a "Draw a Family" assignment, Isaacs and Levin found that the children from a mother custody family almost always drew the mother as larger than the father and were likely to omit the father after a longer period of separation. When the father was omitted, half of the children added other characters such as a maternal grandmother or aunt to the drawings, apparently trying to "fill" the felt loss.

Although Isaacs and Levin's (1984) sample was small (n = 41), the results of their work appear to be consistent with other researchers who report that the non-custodial father might become "erased" from the child's perception (Wallerstein & Kelly, 1976).

The loss and abandonment is difficult for the child to accept. Often there is no place provided for the child to examine and express these feelings of loss. According to Isaacs and Levin (1984), denial and fantasy can become ways in which the child attempts to deal with these issues until a supportive environment (such as a support group) is provided, either as a child or in adulthood. The curative factor of catharsis would be beneficial for adult children of divorce that have experienced these emotions.

Many of the affective responses reported by children of divorce revolve around their relationships with their parents. According to Wallerstein (1984), the relationship with the non-custodial father remained emotionally central for children of divorce after 10 years, regardless of the amount of contact. Some youngsters displayed an intense yearning and compassionate caring for their often troubled and needy father. Other children displayed an intense anger towards the father who did not provide emotionally and financially when he was capable of doing so over the years.

Wallerstein (1984) also found that the relationship with the custodial mother was often characterized by the children as being close. There was much appreciation and

concern for the mother's struggles and vulnerability, and there was worry on the children's part about the impact of their forthcoming departure from their mother. There was also an element of anger at the mother's emotional and physical unavailability over the years. The open expression of anger regarding relationships with parents can be a very beneficial experience in a support group.

In contrast, some researchers found that the children's understanding and feelings regarding the divorce were adequate and would not need to be addressed in a therapeutic way. Kurdek et al. (1981) reported that many children of divorce described both of their parents in either neutral or positive terms. In this investigation it appeared, however, that the children were giving concrete descriptions of the end of their parents' marriage, descriptions which lacked emotional psychological implications for their parents. The children did not seem to be aware of the problematic interpersonal dynamics of their parents' relationship. Other researchers (Isaacs & Levin, 1984; Wallerstein, 1984) reported that children of divorce did display affect that represented the negative long-term impact regarding their relationship with their parents.

Wallerstein (1984) discussed the role of memories on mediating the emotional impact of divorce on children. The author reported that preschool children were the most troubled at the time of the divorce. They emerged 10 years later (by virtue of their own immaturity and repressive

processes according to the author) as less troubled than their older siblings who displayed difficulty in mastering or erasing memories of the family travail. Memories, either repressed or conscious, can be rediscovered, healed, and governed through the cathartic process of expression.

Other studies have used parental reports of the effects of divorce on children and found th t parents have seen their children as having acquired : rengths. After two years, parents often view their chi dren as having "impressive stability" of their fee ings about the divorce (Kurdek et al., 1981). However, the children's ratings in the same study were uncorrelated to their parents' ratings. The authors concluded that the children's feelings regarding the divorce were not very positive.

Studies that do indicate children appear to develop stability of their feelings regarding the divorce (Greenberg & Nay, 1982; Kurdek et al., 1981) may be called into question. These researchers tended to rely upon parental reports which often did not match the child's report, utilized non-representative samples, and considered children's concrete descriptions of their parents' divorce rather than a more affective measure of the child's response.

Greenberg and Nay (1982) examined questionnaires from 397 college students and asked them about their past and present experiences in interpersonal relationships. The

authors concluded that being raised in a divorced family will not necessarily culminate in problems for adult children of divorce. Unfortunately the divorced group appeared under-represented (14.84% of the sample population). Therefore, the results may not be indicative of the children from divorced families in the general population (33.33% by 1990 according to Carter & Glick, 1976).

In summary, anger and hostility appear to linger longer than any of the other affective responses. Most researchers concurred that there are a variety of negative emotions, such as depression, sadness, anxiety, and a sense of loss that a child of divorce must address at some time in his or her life.

A group member may be able to finally say what was bothering him and no longer "hold in" some of the negative feelings regarding the divorce through the catharsis process. The unremitted anger towards the father, mother, and the divorce itself may be expressed in a supportive, "safe" environment such as a self-help group. The hostility that may remain regarding the member's family of origin can be contained within a supportive group which employs the curative factor of catharsis. Such negative affect thus may be processed in a manner previously unavailable. The third most important curative factor, cohesiveness, would also help children of divorce be able to express themselves.

Cohesiveness

According to Yalom (1975), cohesiveness refers to the attraction that members have for the group and for other members. Cohesiveness is displayed by members being more accepting of one another, more supportive, and more inclined to form meaningful relationships within the group. In a cohesive group, members will be more included to express and explore themselves, to become aware of and to integrate previously unacceptable aspects of themselves, and to relate more deeply to others.

Two items that loaded on the curative factor of cohesiveness were "Belonging to a group of people who understood and accepted me" and "Feeling alone no longer." Researchers of long-term effects of divorce on children have found evidences of difficulty in expressing emotions, bonding problems, and a sense of abandonment that would be addressed through the curative factor of cohesiveness.

Mishne (1984) reported delinquent behavior, difficulty in expressing and controlling emotions, lying, and a lack of empathy skills in children of divorce. The author proposed that these behaviors are symptomatic of a narcissistic defect due to one parent "abandoning" the child. She reported that whenever a child is abandoned, either permanently or temporarily, a narcissistic imbalance or defect results. The abandonment, imagined or real, can hinder a child's ability to relate deeply to others. A cohesive support group can help an adult child of divorce

establish intimate relationships with other group members and allow them to begin working on this imbalance.

Kelly and Wallerstein (1976) claimed that inadequate emotional support and sex-role modeling may cause boys to be more vulnerable developmentally to divorce-related stress than are girls. The emotional support of a cohesive support group would be especially beneficial for males in order to examine how stress may have affected their emotional development.

Conversely, the close bond that is formed by mother and daughter following a divorce may be interrupted if a stepfather becomes part of the family system. Hetherington, Cox, and Cox (1985) reported that remarriage has more long-term effects on females as measured by an increase in behavior problems after the new marriage than it does for males. This study is described further in the section on altruism.

The cohesiveness of a group would allow members to address issues of abandonment, narcissistic imbalance, emotional support, and close bonding problems that are evident in some children of divorce. Belonging to a group of people who finally understand and accept the member can help him or her not to feel alone any longer and to be a part of a cohesive system that can attend to past losses and disjointedness. Self-understanding, the next curative factor, is also important for adult children of divorce.

Self-Understanding

Self-understanding is the intellectual component of discovering and knowing one's own personal composition. This new knowledge can lead individuals to recognize, to integrate, and to give free expression to previously disassociated or unknown parts of themselves. Self-knowledge permits individuals to integrate all parts of themselves, to decrease ambiguity, to develop a sense of effectance and mastery, and to act in their own best interests.

Two items that loaded on the curative factor of self-understanding were "Learning why I think and feel the way I do" and "Learning that how I feel and behave today is related to my childhood and development." This curative factor may help adult children of divorce understand some of the reasons why they have higher divorce rates than children from intact families and why they may at times feel abnormal or incomplete.

The adult children of divorce may be experiencing many effects of their parents' broken marriage but may not understand why they feel the way that they do, or why they behave differently than their friends from intact families. For example, they may have difficulty understanding why they and their siblings are more likely to divorce than are their peers from intact families (Greenberg & Nay, 1982).

Other behavior patterns may cause difficulty for adult children of divorce. According to Booth, Brinkerhoff, and

White (1984), courtship activity was higher for children of divorce than for children from intact families. Along with this increase in the number of dates, though, was a reported lower satisfaction. The adolescents from the divorced families may need to understand reasons for their more critical evaluation of the courtship process.

Additionally, some adult children of divorce do not experience a sense of wholeness. Seligman (1982), a British analyst, discussed four case studies in which children of divorce experienced overall negative effects. She described children of divorce in her article as feeling like they were "half-alive." The children did not feel normal or complete. This again suggests that children of divorce may need to gain additional understanding of issues related to these incomplete feelings.

Reoccurring depression may also be difficult for children of divorce to understand. At a one-year follow-up measure to their study, Wallerstein and Kelly (1976) found that 50% of the children displayed troubled and conflicted depressive behavior patterns such as worrying, isolating themselves, withdrawing, frequent truancy, and delinquency.

Some answers to the above questions may relate to the feelings of loss and abandonment discussed earlier. Yet the extent of the influences of these feelings and questions may be unrecognized by adult children of divorce.

Understanding the "why" of certain behaviors and feelings can be therapeutic for many group members.

Discovering that they are not "crazy" and that there are reasons why they react the way they do can be very freeing for adult children of divorce. As self-understanding is gained, adult children from divorced families can examine various parts of themselves and begin to explore areas of their lives that previously were unexplainable. The fifth important curative factor, interpersonal output, could then help group members improve their social skills.

Interpersonal Output

Interpersonal output refers to the interplay between the group member and the environment. The group member shapes and responds to this social microcosm. The more each member spontaneously interacts, the more varied will be the environment and the greater the likelihood that problematic issues will be touched upon for each member.

Two items that loaded on the curative factor of interpersonal output were "Feeling more trustful of groups and other people" and "Improving my skills in getting along with people." Effects of divorce relevant to interpersonal output included attitudes towards courtship and marriage and the development of social skills. The curative effects of developing feelings of trust and improving social skills from the interpersonal output factor are important components of courtship and marriage.

Wallerstein (1985a) reported that children from divorced families were generally committed to the ideals of

a lasting marriage, a conservative morality, and values of romantic love and fidelity. Yet some females in this study were very apprehensive about repeating divorce in their own marriage. They were especially concerned about the effects on the children involved. Having the opportunity to develop feelings of trust with other people in a group setting would alleviate some of the apprehensiveness that these females feel in intimate relationships, and would also be beneficial for males in the group.

Some researchers studied the aspect of age at which the divorce occurred for the child. Greenberg and Nay (1982) and Booth et al. (1984) stated that age is not a determining factor when looking at marital attitudes and courtship interactions.

Sex, however, may be a determining factor. On a sentence completion task, Ganong, Coleman, and Brown (1981) found that male and female adolescents from divorced families responded differently. The females were more favorable in attitude toward marriage and more egalitarian in marriage role expectations than were males from divorced families.

Courtship activity of some children of divorce appears to have been highly influenced by the underlying emotional stress of the marital break. Some girls of divorced families appeared to be troubled and drifting. Wallerstein (1985a) reported that a third of the adolescent females in her 10-year study had histories of short-lived sexual

relationships, were weary of commitment and fearful of betrayal. These conclusions are supported by Hetherington et al.'s (1985) claims that females from divorced families experienced similar behavior problems.

Other researchers proposed the idea that children of divorce developed good social skills for peer interaction. Wallerstein (1984) found that after 10 years of living as a child of a divorced family, most of her subjects were performing adequately in school. Kurdek et al. (1981) also reported that friendships were not adversely affected two years after the divorce and that in their study, they witnessed no great difficulty in adjustment for the children as measured by parent and child questionnaires.

Some children may develop good social skills as measured by school performance and friendships, but it is also evident that some do not, as measured by courtship activity. By developing trust in a group of other people and by improving interpersonal relationships, adult children of divorce who experience deficits in social skills can reexamine their attitudes and behaviors regarding courtship, relationships, and their own marriage. The next curative factor, existential factors, can help the group members accept the reality of their situation.

Existential Factors

The existential factors component is comprised of the recognition of one's own mortality and the ensuing

consequences for the conduct of one's life, responsibility, basic isolation, contingency, and the capriciousness of existence. Members come to recognize that ultimately they are solely responsible for their own feelings and actions.

Two items that loaded on the curative factor of existential factors were "Recognizing that life at times is unfair and unjust" and "Recognizing that ultimately there is no escape from some of life's pain and from death." Children of divorce have to deal with more than their share of injustice and difficulties, as illustrated below. Such negative effects of divorce need to be recognized and accepted by adult children of divorce.

Most of the current research findings are consistent with Parish and Wigle's (1985) conclusions in their three-year follow-up study on the effects of divorce on children. The authors asserted that being raised in a divorced family is almost never better for children than being from an intact family as measured by evaluations of self, mother, and father on the Personal Attribute Inventory for Children. This is a factor that many adult children of divorce need to consider and accept.

Wallerstein (1985b) reported that children of divorce become overburdened with economic and psychological stressors as a result of disruptions of normal child-rearing functions. The author concluded that the burden of supporting themselves and their troubled parents falls heavily on the children. The burden of these stressors is a

reality for many children of divorce. The feelings and actions of an adult child of divorce regarding this unfair and unjust factor are ultimately their own responsibility. They must accept the reality of their family situation.

In a previous study, Wallerstein (1983) delineated the six extra developmental tasks for children of divorce (see above) that also can burden the children and impinge upon their lives. The realization that life is not always fair, and that the burdens are ultimately the responsibility of the children of divorce can help them accept and own their unique problems.

Wallerstein (1984) also reported affective responses that some children of divorce may experience even after 10 years of living within the divorced family. Feelings such as extreme sorrow regarding emotional and economical hardships, bitter memories, and wistful feelings of the more nurturant and protected life envisioned in intact families can remain with a child of divorce through adulthood.

Acknowledgement of the extent of the problem is the first step to recovery in most support groups. That dictum would apply to a self-help group for adult children of divorce as well as for Alcoholics Anonymous. A.A.'s first step is one of admission of powerlessness over alcohol. Existentially recognizing and accepting the reality of the divorce and its effects is the first step in recovery for adult children of divorce.

The extra burdens and extensive long-term affective implications for children of divorce often are not fair and not just. Most researchers do not deal with the existential nature of their results. The adult children of divorce, however, must deal with these existential factors. The reported negative effects of divorce on children need to be examined and admitted to, if they apply, in order for a child of divorce to take corrective action, or to be able to accept an unchangeable reality. Realizing that other children from divorced families may be experiencing similar effects is the main emphasis of the next curative factor.

Universality

Universality is achieved when members perceive their similarity to others and share their deepest concerns. It is soon discovered that certain common denominators are clearly evident and that there is no human thought or deed that is fully outside the experience of others.

Two items that loaded on the curative factor of universality were "Learning I'm not the only one with my type of problem; We're all in the same boat" and "Learning that others have some of the same 'bad' thoughts and feelings that I do." This realization that others are in many ways similar can help instill confidence and can increase self-esteem for adult children of divorce who display difficulty in these areas.

In their 1976 study, Wallerstein and Kelly found that after one year of divorced living, a fourth of the children were more openly distressed and disturbed than at the initial measurement. They continued to be depressed, to display low self-esteem, and to have frequent difficulties with school and with peer relationships. Deficiencies in self-confidence were also found in the following studies. Severely diminished self-esteem, measured by interviews and drawings, is related to depressive behavior and emotional deprivation according to Wallerstein and Kelly (1980). This low self-esteem is partially a result of infrequent visitation of the non-custodial parent over a five-year study period.

Self-esteem was also low compared to children from intact families in the Parish and Wigle (1985) six-year follow-up study. Ten years after the divorce, according to Wallerstein (1985a), the children still spent a great deal of time with their memories of marital rupture, their own sadness, resentment, and sense of deprivation. Children of divorce displayed signs of low self-confidence.

The children of divorce may become overwhelmed and bitter regarding the emotional burdens and extra developmental tasks (see Wallerstein, 1983, above) that are a result of the divorce process. The commonality of their situation with other adult children of divorce, however, may help group members address the aloneness component of low self-esteem.

Group members can realize that they are not the only ones with "bad" thoughts and feelings. The bad thoughts and feelings may not be so bad after all, because, as they soon discover, they are shared with most children of divorce. The curative factor of universality in a support group can help the adult children of divorce instill confidence and self-esteem. The instillation of hope is the next important curative factor of support group therapy.

Instillation of Hope

Group members develop a strong conviction that they can be understood only by someone who has traveled the same path as they have and who has found the way back. This reassurance and understanding can help in the instillation and maintenance of hope which is crucial for therapeutic effectiveness. Group members have continual contact with other members who have improved in the group. They have encountered members who have problems very similar to their own and have coped with them more effectively than they have.

Hope can be instilled not only by seeing other people improve, but by examining positive aspects of the situation as well. Redefining the situation may induce a different set of emotions which may be easier to accept and process.

Two items that loaded on the curative factor of instillation of hope were "Seeing that others had solved problems similar to mine" and "Seeing that other group

members improved encouraged me." Instillation of hope may help adult children of divorce by emphasizing the positive effects of divorce and by seeing other group members overcome negative effects of divorce. Some authors have argued that divorce can be a positive way to cope with a conflictual marriage. Two empirical studies taking that view are summarized next. After that, the subsequent paragraph summarizes negative effects from another study, as examples of areas in which hope would be facilitated as group members see others overcoming such problems.

Some researchers believe that children can be strengthened and gain an advantage through the divorce experience. Kulka and Weingarten (1979) stated that if divorce is seen as a successful strategy and not as a personal failure, then being raised in a divorced family can lead to more flexible coping skills and better overall adjustment. "More flexible coping skills" was defined by the authors as increasing the number of alternative possibilities or options. The authors included measurements of global adjustment, selected aspects of psychological adjustment, and perceptions and evaluations of marital and parental roles. The authors stated that children in the unhappy or conflictual family do not learn how to resolve difficulties and that children from a divorced family realize that the break-up solved some of the problems.

Greenberg and Nay (1982) reported on the findings of their survey of college-age children of divorce and

concurred with the findings that the divorce experience for the child does not have to be considered completely negative. The authors examined questionnaires that were completed by 397 college-age students from divorced and intact families. All of the subjects reported attitudinal measures of their parents' happiness. The results indicated that parental separation is not more harmful for the child than a conflict-ridden ›me as measured by the child's attitudes regarding mar. ıage, children, and divorce.

Seeing other group embers improve themselves in regard to the negative effects ›f divorce can also instill hope for adult children of divorce. Group members may begin to identify with some of the negative effects postulated by researchers such as Mishne (1984). Mishne reported a tendency for lack of empathy, sexual perversion, work inhibition, depression, feelings of emptiness, delinquency, addictions, uncontrollable rage, pathological lying, and hypochondriacal preoccupation with children from divorced families in her practice. Group members may then begin to see improvement in themselves and other members in these areas, which according to Yalom (1975) would instill hope. This hope which is achieved through redefining the divorce event and seeing improvement in regard to the negative effect of the marital rupture, is crucial for therapeutic effectiveness of a support group for adult children of divorce. Offering help to other group members so that they

can improve themselves is a component of the next curative factor, altruism.

Altruism

Group members offer support, reassurance, suggestions, insight, and share similar problems with one another. Members receive through giving, not only as part of the reciprocal giving-receiving sequence, but also from the altruistic act of giving. It is a refreshing, self-esteem boosting experience for members to find out that they can be of importance to others.

Two items that loaded on the curative factor of altruism were "Helping others and being important in their lives" and "Helping others has given me more self-respect." There is some evidence that children of divorce are especially interested in helping others. Of course, there are several areas in which they need help, which will be illustrated in this section by findings from a 6-year post-divorce study by Hetherington et al. (1985).

Some children of divorce want to help other people as a result of their desire to repair their own situation. Wallerstein (1984) reported that even after 10 years, 50% of her subjects had reconciliation fantasies. Wallerstein and Kelly (1976) described possible reconciliation wishes for 9- and 10-year-old children that were extrapolated to future careers. Many of them wanted to be repairmen, bridge builders, architects, and lawyers--careers that bring

together, repair, and mediate. The authors postulated that children of divorce in their study may be unconsciously wishing that their parents could be reunited. Unfortunately, as with all of Wallerstein and Kelly's research, there was no control group in the study to compare future career wishes for intact-family children.

Some adult children of divorce may display behavior difficulties that can be addressed by the curative factor of altruism. Helping other group members can be very therapeutic for adult children of divorce. Hetherington et al. (1985) concurred with most of the research that shows children of divorce experience more behavior difficulties than do other children (Guidubaldi & Perry, 1985; Kulka & Weingarten, 1979; Seligman, 1982). In their six-year follow-up study, Hetherington et al. found that problem behaviors were persistent for children of divorce, especially for boys. Behavior difficulties were determined by parent ratings, teacher ratings, peer nominations, self ratings, behavior ckecklists, home observations, school observations, and a life experiences survey.

Internalizing behaviors such as crying, self-criticism, passive watching of others' activities, and seeking reassurance were examined. Externalizing behaviors such as aversive oppositions, verbal and physical aggression, and destruction of property were measured.

They reported that externalizing behavior is more stable and predominant over time for boys from divorced

families and internalizing behavior is more stable and predominant for girls. Therefore, it appears that overt problem behaviors are more predominant for boys than for girls. Consequently, research supports the assertions that long-term effects for boys are more negative than for girls when measuring behavior.

In a support group for adult children of divorce, internalizing and externalizing problem behaviors will become evident for males and females. The group members can assist each other in identifying, addressing, and overcoming these problems as they surface. Self-respect and other benefits of altruistic behavior will be enjoyed by those who can help other members.

The next curative factor, family reenactment, can assist members in helping each other to work through some of the instability from their family backgrounds. The reenactment of the family can be very therapeutic for adult children of divorce.

Family Reenactment

Family reenactment is the extent to which a group experience resembles experiences in one's family of upbringing. This enables a member to recapture the past and changes it by reconstructing it. Family reenactment is part of the general background against which the group is experienced. It operates at a different level of awareness than the other explicit curative factors and therefore is

not mentioned as often by group members themselves. Most therapists agree with Yalom (1975) that family reenactment is an important phenomenon, even though few members may be fully aware as to what extent their family background influences their group participation.

Two items that loaded on the curative factor of family reenactment were "Being in the group was, in a sense, like reliving and understanding my life in the family in which I grew up" and "Being in the group was, in a sense, like being in the family, only this time a more accepting and understanding family." Stability in a support group for adult children of divorce can assist the member in working through some of the instability from their family background and the ensuing adjustment difficulties. The reenactment of a supportive, understanding family may help adult children of divorce mediate some of the negative effects of the divorce that are still impinging upon them.

Hetherington et al. (1985) reported that children of divorce have a lower overall continuity of adjustment due to the disruption in their lives related to changes in family relationships, mental and physical health of family members, child care, geographic mobility, and economic status. Children of divorce may be adjusting to one negative life change after another and, therefore, experience adjustment instability.

Factors such as reconstitution of the family through remarriage (Ganong et al., 1981) and utilizing sibship

relationships as an important support network (Wallerstein, 1985a) can mediate the negative attitudes and pessimism regarding divorce, fidelity, enduring love, and intimacy. Reconstitution and pseudo-sibship relationships could occur in a support group for adult children of divorce. Thus, the possibility would exist for the member to mediate negative attitudes and pessimism regarding their experiences.

Group members' evaluation of parental roles can change as a result of family reenactment. Kulka and Weingarten (1979) found that men who were raised in divorced homes report a weaker investment in the importance of the parental role than do men from intact families. Family reenactment can assist group members in reevaluating different roles of other members. Members behave at times as parents, siblings, or children in groups. Men from divorced families may begin to invest more importance to the parental role due to their group participation.

In a support group for adult children of divorce, family reenactment can assist members in addressing adjustment difficulties and negative attitudes regarding divorce and parental roles. Being in the "family" atmosphere of the support group can be very therapeutic for the group member.

The next important curative factor is guidance, which can be utilized by group members to address certain behavior problems that may become evident for adult children of

divorce. Group members may be able to offer suggestions and advice to assist a fellow member in a difficult situation.

Guidance

Guidance can be given in the form of advice, suggestions, or other guidance about life's problems offered by other members. Instruction thus can be employed in a variety of fashions in group therapy: to transfer information, to structure the group, or to explain the nature of shared problems. Often it functions as an initial binding force in the group until other curative factors become operative.

Two items that loaded on the curative factor of guidance were "Group members suggesting or advising something for me to do" and "Someone in the group giving definite suggestions about a life problem." Long-term effects of divorce such as acting out, addictions, and other behavior problems could be addressed through the curative factor of guidance.

Wallerstein and Kelly (1976) found that many 9- and 10-year-olds displayed a precocious thrust into adolescent preoccupation with sex and assertiveness just one year after their parents' divorce. This sexual acting out may continue into adulthood. Direct guidance and suggestions may be offered by group members for ways in which these activities may be handled more responsibly.

Guidance may also be sought for problems similar to those that Mishne (1984) reported (a tendency for lack of empathy, sexual perversion, work inhibition, depression, feelings of emptiness, delinquency, addictions, uncontrollable rage, pathological lying, and hypochondriacal preoccupation). These problems are evidenced in some adult children of divorce and suggestions and advice from group members may prove to be very therapeutic. Hetherington et al. (1985) also reported many behavior problems associated with children from divorce (such as self-criticism, verbal and physical aggression, and destruction of property) that may be addressed through direct guidance and advice.

There are many behavior problems for children of divorce that can be addressed through direct guidance from group members. Researchers suggest that this is especially true for boys from divorced homes. However, the internalizing behaviors that are evidenced by girls (Hetherington et al., 1985) can also be addressed through member-to-member guidance. Thus the curative factor of guidance in a support group can assist adult children of divorce with a variety of behavior problems. Identification, the next curative factor, can also assist members in developing strategies to solve some behavior problems.

Identification

Members learn from identifying with each other and observing the solutions achieved by others who have similar problems. Members often profit greatly from incidents in which they were entirely passive observers but nonetheless received some type of cognitive input. Group members can develop personal strategies for solving their own problems as they observe other people work through similar problems.

Two items that loaded on the curative factor of identification were "Seeing that others could reveal embarrassing things and take other risks and benefit from it helped me to do the same" and "Trying to be like someone in the group who was better adjusted than I." A wide variety of effects of divorce can be addressed by group members employing the identification factor.

Problems for children of divorce such as acknowledging and accepting the permanence of the marital rupture (Wallerstein, 1983), self-esteem issues (Parish & Wigle, 1985; Wallerstein & Kelly, 1980), and difficulty in mastering memories of family disruption (Hetherington et al., 1985; Wallerstein, 1984) are common. These problems can be addressed in a supportive environment and many members can identify with those who are currently attending to these areas in the group.

Members can become more aware of their own options and strategies of accepting the divorce, mastering memories, and raising their self-esteem by becoming involved with other

members' attempts to address these issues. Many of the problems that would be addressed by one member of a group, could be identified with by other members. They then could begin to attend to their own difficulties in those areas. The curative factor of identification can be very therapeutic for adult children of divorce.

Summary and Conclusions

Many children experience the divorce of their parents. If the effects of the divorce are not attended to, the child may continue to experience them into adulthood. Many studies have found long-term negative effects of divorce that are still evident in adolescents and college-age populations (Booth et al., 1984; Ganong et al., 1981; Greenberg & Nay, 1982; Kurdek et al., 1981; Wallerstein, 1985a; Wallerstein & Kelly, 1980).

There is substantial evidence that for some children of divorce, long-term effects may be with them into adulthood. Therapy can be very helpful in resolving such issues. When individual therapy is impractical, a support group for these adults can be extremely therapeutic and may produce some benefits that individual therapy would not. There are many possible long-term effects of divorce relevant to the curative factors of a therapy group (Yalom, 1975).

Researchers have found that, as compared to children from intact homes, adult children of divorce tend to experience an increased level of the emotions of depression,

anger, hostility, sadness, sorrow, anxiety regarding future relationships, difficulty in dealing with memories, increased vulnerability to stress, feelings of emptiness, uncontrollable rage, worrying, isolation, bitterness, a sense that in many areas they may never be better off than those from intact families, a sense of being overwhelmed, and a reduced level of self-esteem.

Adult children of divorce have also been shown to experience the following behavioral tendencies: more behavior problems, less work effort, lack of empathy, pathological lying, frequent truancy and delinquency, and less appropriate social behavior. Findings relevant to interpersonal relations indicate difficulty in acknowledging and accepting the permanence of the divorce, lower satisfaction of courtship, short-lived sexual relationships, higher divorce rates, and difficulty in expressing and controlling emotions.

All of these effects could be treated by a support group for adult children of divorce. Yalom (1975) and other researchers (Berzon et al., 1963) agree that self-directed groups can be as beneficial as professionally-led groups. Yalom proposed 12 curative factors that are a result of effective group therapy. It is evident from the research reviewed and the curative factors of group therapy discussed that a self-directed support group for adult children of divorce would be beneficial for those who experience some long-term effects of their parents' divorce.

Further research should be conducted to examine the effectiveness of a support group for adult children of divorce. Measurements of effects listed above should be conducted before members participate in a group and again after a significant period of time. This paper suggests that the curative factors of support group therapy would be extremely therapeutic for many adult children of divorce.

References

Berzon, B., Pious, C., & Parson, R. (1963). The therapeutic event in group psychotherapy: A study of subjective reports by group members. Journal of Individual Psychology, 19, 204-212.

Booth, A., Brinkerhoff, D. B., & White, L. K. (1984). The impact of parental divorce on courtship. Journal of Marriage and the Family, 46(1), 85-94.

Carter, H., & Glick, P. C. (1976). Marriage and divorce: A social and economical study. Cambridge: Harvard University Press.

Dickoff, H., & Lakin, M. (1963). Patients' views of group psychotherapy: Retrospections and interpretations. International Journal of Psychotherapy, 13, 61-73.

Glick, P. C., & Lin, S. L. (1986). Recent changes in divorce and remarriage. Journal of Marriage and the Family, 48, 737-747.

Ganong, L., Coleman, M., & Brown, G. (1981). Effect of family structure on marital attitudes of adolescents. Adolescence, 16(62), 281-288.

Greenberg, E. F., & Nay, W. R. (1982). The intergenerational transmission of marital instability reconsidered. Journal of Marriage and the Family, 44, 335-347.

Guidubaldi, J., & Perry, J. D. (1985). Divorce and mental health sequelae for children: A two-year follow-up of a nationwide sample. Journal of the American Academy of Child Psychiatry, 24, 531-537.

Hetherington, E. M., Cox, M., & Cox, R. (1985). Long-term effects of divorce and remarriage on the adjustment of children. Journal of the American Academy of Child Psychiatry, 24, 518-530.

Isaacs, M. B., & Levin, I. R. (1984). Who's in my family? A longitudinal study of drawings of children of divorce. Journal of Divorce, 7(4), 1-20.

Kelly, J. B., & Wallerstein, J. S. (1976). The effects of parental divorce: Experiences of the child in early latency. American Journal of Orthopsychiatry, 46, 20-32.

Kulka, R. A., & Weingarten, H. (1979). The long-term effects of parental divorce in childhood on adult adjustment. Journal of Social Issues, 35(4), 50-78.

Kurdek, L. A. Blisk, D., & Siesky, A. E. (1981). Correlates of children's long-term adjustment to their parents' divorce. Developmental Psychology, 17, 565-579.

Lieberman, M. A., Yalom, I. D., & Miles, M. B. (1972). Encounter groups: First facts. New York: Basic Books.

Mishne, J. M. (1984). Trauma of parent loss through divorce, death, and illness. Child and Adolescent Social Work Journal, 1, 74-88.

Parish, T. S., & Wigle, S. E. (1985). A longitudinal study of the impact of parental divorce on adolescents' evaluations of self and parents. Adolescence, 20, 239-244.

Seligman, E. (1982). The half-alive ones. Journal of Analytical Psychology, 27, 1-20.

Wallerstein, J. S. (1983). Children of divorce: The psychological tasks of the child. American Journal of Orthopsychiatry, 53, 230-243.

Wallerstein, J. S. (1984). Children of divorce: Prelimary report of a ten-year follow-up of young children. American Journal of Orthopsychiatry, 54, 444-458.

Wallerstein, J. S. (1985a). Children of Divorce: Preliminary report of a ten-year follow-up of older children and adolescents. Journal of American Academy of Child psychiatry, 24, 545-553.

Wallerstein, J. S. (1985b). The overburdened child: Some long-term consequences of divorce. Social Work, 30, 116-123.

Wallerstein, J. S., & Kelly, J. B. (1976). The effects of parental divorce: Experiences of the child in later latency. American Journal of Orthopsychiatry, 46, 256-269.

Wallerstein, J. S., & Kelly, J. B. (1979). Children of divorce: A review. Social Work, 24, 468-475.

Wallerstein, J. S., & Kelly, J. B. (1980). Effects of divorce on the visiting father-child relationship. American Journal of Psychiatry, 137 1534-1562.

Yalom, I. D. (1975). The theory and practice of group psychotherapy (2nd ed.). New York: Basic Books.